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ABSTRACT

In order to ascertain the effect of open admissions by investigating the graduation rate of basic skills students, a follow-up study was conducted of the 1,728 students who entered Queensborough Community College in fall 1970 and who were assigned to remedial reading and/or writing. Of a total enrollment of 3,230, 24% or 774 students were graduated by August 1975; of these, 334 (43.2%) were basic skills students. Approximately 50% of the 334 were graduated at the end of 2.5 years and 86.2% were graduated at the end of three years, as compared to 87.9% of the non-basic skills graduates. In the basic skills group, 44.7% received the Associate of Arts degree, 46.8% the Associate of Applied Sciences, and 8.4% the Associate in Science. Of all the graduates, 25.1% were basic skills students with high school averages below 75; 20.7% were non-basic skills students with high school averages below 75; 16.4% were basic skills students with high school averages above 75; and 37.7% were non-basic skills students with high school averages above 75. (RT)

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Queensborough Community College
The City University of New York
Department of Basic Educational Skills

A FIVE YEAR FOLLOW-UP STUDY OF ENTERING FALL 1970 BASIC SKILLS STUDENTS AT QUEENSBOROUGH COMMUNITY COLLEGE

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ABSTRACT

This study details various aspects of academic performance of more than 1700 students at Queensborough Community College who were required to take remedial courses in reading and/or writing in the Fall of 1970, the first semester in which an Open Admissions policy was instituted at the College on a large scale basis. The data was accumulated over a period of five years. Among the questions raised and dealt with are: how many of these students (some attended part-time) graduated from Queensborough within five years of admission, how many semesters on the average did it take for them to graduate, and what was the relationship between the high school averages of these students and their subsequent academic performance at Queensborough. In certain instances the academic performances of Fall 1970 entering Basic Skills students were compared with that of over 1500 entering Fall 1970 students who were not required to take remedial courses in reading and/or writing because of their higher national percentile scores on the Cooperative English Examination. The findings indicate, among other things, that the Basic Skills students compared favorably with the non-Basic Skills students in various ways including graduation from the College within the five year period encompassed by the study.

A FIVE YEAR FOLLOW-UP STUDY OF ENTERING FALL 1970 BASIC SKILLS STUDENTS AT QUEENSBOROUGH COMMUNITY COLLEGE

The Basic Skills Program at Queensborough Community College

Queensborough Community College is one of the two-year colleges of the City University of New York. In the late 1960's a Department of Basic Educational Skills was established at the College. The purpose of the department is to provide remediation in reading and/or writing skills for entering freshmen who appear to be in need of such assistance.

The Cooperative English Examination is used as a placement test to determine which entering students shall be required to enroll in remedial courses in reading and/or writing. Students scoring below specific percentiles, using national norms of the test, must register for the appropriate remedial course. The specific percentile criteria were arrived at after a careful study of various factors. In addition to educational need, administrative and practical matters such as size of the entering freshman class, amount of classroom space available for remedial courses, the number of instructors allocated to teach remedial students, and student class size in remedial courses had to be taken into consideration.

Entering freshmen at Queensborough who score below the 33rd percentile in "Total Reading", which involves vocabulary and comprehension factors, on the Cooperative English Examination, are required to register for the college reading and study skills improvement course. The college catalogue describes this course as a "workshop in college reading improvement to help develop reading skills and effective use of time in required college reading. Emphasis on organizing ideas, increasing speed, improving comprehension and interpretation,

developing vocabulary, and reading to remember facts". Formal and informal diagnostic procedures are used by each teacher at the beginning of every semester to determine the specific instructional needs and most appropriate materials for his or her students. Among the specific reading and study skills areas usually dealt with are: vocabulary building, identifying main ideas and related details, identifying patterns of organization in a variety of reading selections, note taking from lectures and from textbooks, skimming and scanning, critical reading and test-taking techniques. Reading and study skills classes meet twice a week for a total of three class hours. In addition, students are required to spend one hour a week, to be arranged on their own time, in the college reading lab. The lab houses a wide variety of software and hardware materials to assist students in developing their reading and study skills. Among the materials in the reading lab are EDL Controlled Readers (to increase reading speed), various comprehension kits, vocabulary books, tapes to develop word pronunciation and note taking skills, and a lending library of paperback books. Classroom instructors prescribe lab work for individual students. Trained aides are present to provide additional assistance and guidance, when needed.

Entering freshmen at Queensborough who score below the 22nd percentile on the "English Expression" portion of the Cooperative English Examination are required to register for the college composition workshop course. The catalogue describes this course as as one intended "for students with special writing problems who need intensified instruction, as determined by a standard placement examination and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development, and grammar". As in the reading and study skills course, each teacher attempts to determine the specific instructional needs and most

appropriate materials for his or her students. Among the specifics of grammar and mechanics usually dealt with in the writing course are: sentence completeness, verb tense, subject-verb-pronoun agreement, clear pronoun reference, correct punctuation and capitalization, sentence coordination, subordination, correct spelling, and vocabulary building. Considerable attention is also given to the expository form of writing, such as the type that is required for completing research papers and answering essay questions on examinations. Composition workshop course sections meet twice a week for a total of three class hours. In addition, one hour a week for each writing class is scheduled for individual student-teacher conferences. Typically, during a semester each student will confer individually with the teacher anywhere from three to six times concerning the written work done by the student in the composition workshop course. A "writing lab" is also available for student use. The lab is supervised by designated course instructors who are assisted by trained aides. Written work of the students is reviewed and discussed on a one-to-one basis. Attendance in the writing lab is not required, but is strongly recommended for students in those instances where it is felt that this additional work would be particularly advantageous. Some students voluntarily report to the writing lab one hour a week on a regular basis.

Methods and materials used in the reading and study skills and in the composition workshop classrooms conducted by the Basic Skills Department at Queensborough are quite diverse, and, as might be expected, vary to some extent from instructor to instructor. In addition to the traditional classroom lectures and class discussions, among the methods that have been used are: roleplaying (to stimulate students in writing about a particular topic), oral reading and discussion of individual student reports, team teaching, and occasional class sessions in the college library (where the instructors can

teach and supervise students' use of research materials). In addition to textbooks, among the materials which have been used in the classroom to maximize learning effectiveness include: overhead transparencies, slides, speed reading machines, and tapes (for practice with note-taking skills).

An attempt is made to limit remedial class size to 15 or 20 students. Due to fiscal problems at the City University of New York, however, this has not always been possible.

One of the main objectives of the Basic Skills Department's reading and writing improvement courses at Queensborough is to effectuate reading and writing improvement to the point where students are able to transfer their improved abilities in these areas to subject matter courses offered at the College. Some departments at the college permit students to take the introductory courses of the department as corequisites with the reading and writing improvement courses. Other departments require the reading and writing courses be successfully completed as prerequisites before they permit students to enroll in any of their introductory courses.

Introductory Statement

This report was prepared as part of the ongoing studies done by the Basic Skills Department at Queensborough Community College. In these reports an attempt has been made to evaluate the progress of Basic Skills students both during and after they have completed their Basic Skills courses with the department.

In this particular study a long-range (five year) look has been taken at the entering Fall 1970 UAPC (University Application Processing Center) Basic Skills students (those taking the remedial writing course BE01, and/or the remedial reading course BE03), through the summer semester of 1975.

The following questions were investigated:

1. How many of these students who had to take Basic Skills graduated from QCC?
2. How long on the average did it take for these Basic Skills students to graduate?
3. Which associate degree did most of the Basic Skills students receive?
4. In what curriculum areas did these students major?
5. What is the relationship between the high school averages of these Basic Skills students and the subsequent academic performance of these students at Queensborough?
6. Finally, what do these findings mean and how can they be applied to benefit future incoming students?

Most of the statistics used in this report were compiled from computer printouts supplied by the QCC Data Processing Center. These printouts contained the names and academic records of students who initially entered Queensborough through the University Application Processing Center (UAPC). Other statistics were obtained from QCC Open Admissions Evaluation Committee Reports.

Number of Students Who Graduated

The question of how many Basic Skills students graduated from QCC cannot be answered in isolation. The whole student body must be considered. The Basic Skills group of students should be measured against those who did not have to take Basic Skills when they entered QCC in the Fall of 1970. The graduates of both groups have been compared.

For reasons stated below, these statistics are not definitive. Some students who dropped out will re-enter QCC or another college at some later date and go on to graduate. Some have transferred to other institutions after only one or two semesters, and some portion of these will also undoubtedly go on to graduate. One should be aware, of course, that the reasons for many students not graduating are frequently not directly related to academic causes. Financial pressure, personal problems, and family problems are just a few of the many other possible factors which often contribute to the high dropout rate, not only from the City University, but also from other institutions of higher education throughout the nation.

The entering UAPC class of Fall 1970 at QCC consisted of 3230 students, of whom 774, or 24%, graduated as of August 1975. Of these 774 graduates, 334, or 43.2%, were former basic skills students. These 334 students were 19.3% of the entire group of 1728 who took Basic Skills upon entering QCC, while the 440 non-Basic Skills students who graduated were 29.3% of the group of 1502 who did not take Basic Skills. While the Basic Skills students comprised 53.5% of the Fall 1970 entering group, this same group was 43.2% of the graduating group of this class through August 1975. Likewise, the non-Basic Skills students were 46.5% of the Fall 1970 entering group and 56.8% of the graduates.

The 334 Basic Skills students who graduated as of August 1975 from the

Figure 1: GRADUATION STATISTICS OF ENTERING FALL 1970 UAPC STUDENTS (THROUGH AUGUST 1975).

	# of students	% of entire entering class	# of grads in each group	% of entire grad. class	% of grad. class from each group	% of each group with regard to entire entering class
Basic Skills Students	1728	53.5%	334	43.2%	19.3%	10.3%
Non-Basic Skills Students	1502	46.5%	440	56.8%	29.3%	13.6%
Total Students	3230	100 %	774	100 %	24.0%	24.0%

Fall 1970 entering UAPC class were 10.3% of the entering group of 3230. Similarly, the 440 non-Basic Skills students who graduated as of August 1975 from the Fall 1970 UAPC class were 13.6% of the same entering group of 3230.

The Length of Time From Entrance to Graduation at QCC

A question of paramount importance in these days of fiscal crisis is how long it takes for a student to graduate. The Fall 1970 entering class was studied to learn if there were any differences in the length of time to graduate between the Basic Skills students and those who did not take Basic Skills.

June 1972 was the expected date for the completion of the necessary program for a community college degree for these students entering QCC in the Fall 1970. By June 1972, a smaller percent of Basic Skills students graduated, only 6.6%, than the 34.5% of the non-Basic Skills group who graduated. In January 1973, one semester beyond the expected graduation date, 125 students or 37.4%

Figure 2: GRADUATION STATISTICS OF ENTERING FALL 1970 CLASS (THROUGH AUGUST 1975): A SEMESTER-BY-SEMESTER BREAKDOWN COMPARING BASIC SKILLS STUDENTS VS. NON-BASIC SKILLS STUDENTS.

Date of Grad.	# of Graduates		% of Graduates	
	Basic Skills	Non-Basic Sk.	Basic Skills	Non-Basic Sk.
Jan 1972	1	0	0.3%	0.0%
June 1972	21	152	6.3%	34.5%
Cum. Sub-total	22	152	6.6%	34.5%
August 1972	21	37	6.3%	8.4%
Cum. Sub-total	43	189	12.9%	42.9%
January 1973	125	114	37.4%	25.9%
Cum. Sub-total	168	303	50.3%	68.8%
June 1973	97	73	29.0%	16.6%
Cum. Sub-total	265	376	79.3%	85.4%
August 1973	23	11	6.9%	2.5%
Cum. Sub-total	288	387	86.2%	87.9%
January 1974	7	21	2.1%	4.8%
Cum. Sub-total	295	408	88.3%	92.7%
June 1974	27	16	3.1%	3.6%
Cum. Sub-total	322	424	96.4%	96.3%
August 1974	0	0	0.0%	0.0%
Cum. Sub-total	322	424	96.4%	96.3%
January 1975	8	7	2.4%	1.6%
Cum. Sub-total	330	431	98.8%	97.9%
June 1975	1	6	0.3%	1.4%
Cum. Sub-total	331	437	99.1%	99.3%
August 1975	3	3	0.9%	0.7%
Cum. Sub-total	334	440	100 %	100 %

of the Basic Skills group graduated while 114 or 25.9% of the non-Basic Skills group graduated. The cumulative graduation totals as of January 1973 were 50.3% for the Basic Skills group and 68.8% for the non-Basic Skills students. It should be noted that approximately 80% of both groups had graduated as of June 1973, three years from the date of their original admission to the College. Of those who graduated only about 20% needed more than three years time to receive their associate degrees. In June 1974, four years or double the length of the expected time from admission to graduation, the cumulative graduation totals were 96.4% and 96.3% for Basic Skills and non-Basic Skills students respectively.

There is no indication of how much the Basic Skills student was delayed from graduating by regulations that he or she must take remedial courses.

Types of Degrees Received

It was felt that an analysis of the numbers of former Basic Skills students with regard to the type of associate degree each received might be helpful in dealing with current and future students.

The statistics in Figure 3 show that of the students who took Basic Skills courses and subsequently went on to graduate, 44.7% were awarded the A.A. degree, 46.8% received the A.A.S. degree and 8.4% obtained the A.S. degree. This indicates that most Basic Skills students who entered QCC in Fall 1970, and eventually graduated, majored in liberal arts for the A.A. degree or in various career curriculums for the A.A.S. degree. Only 8.4% majored in the business administration and pre-engineering programs which lead to the A.S. degree.

Figure 3: ENTERING FALL 1970 CLASS OF BASIC SKILLS STUDENTS WHO EVENTUALLY GRADUATED (THROUGH AUGUST 1975) - THE DEGREES THEY RECEIVED AND WHEN THEY RECEIVED THESE DEGREES.

Date	Degrees					
	A.A. # of Basic Skills Students	% of Total Basic Skills Student Graduates	A.S. # of Basic Skills Students	% of Total Basic Skills Student Graduates	A.A.S # of Basic Skills Students	% of Total Basic Skills Student Graduates
1/72	1	0.3%	0	0.0%	0	0.0%
6/72	12	3.6%	1	0.3%	8	2.4%
8/72	10	3.0%	2	0.6%	9	2.7%
1/73	57	17.2%	16	4.8%	52	15.6%
6/73	38	11.4%	4	1.2%	55	16.5%
8/73	12	3.6%	3	0.9%	8	2.4%
1/74	2	0.6%	1	0.3%	4	1.2%
6/74	12	3.6%	0	0.0%	15	4.2%
1/75	3	0.9%	1	0.3%	4	1.2%
6/75	1	0.3%	0	0.0%	0	0.0%
8/75	1	0.3%	0	0.0%	2	0.6%
TOTAL	149	44.7%	28	8.4%	157	46.8%
Total number of students = 334						

Specific Curriculum Majors of Basic Skills Graduates

As a further breakdown of the statistics dealing with associate degrees received, the following chart indicates how many Fall 1970 Basic Skills students graduated in each particular curriculum major at QCC.

These figures show once again, but in greater detail, that in the entering class of Fall 1970 more Basic Skills students graduated from the liberal arts curriculum than any other, with the second largest number majoring in business programs.

Recent evidence exists that this situation has changed, but only in some ways, for more recent entering classes. As reported in the December 9, 1975 issue of the QCC Newsletter,

> "Students at Queensborough have shown increased interest in career training, reflecting a trend on campuses throughout the nation. During the past five years, the College's statistics show a dramatic rise in enrollment in programs which teach entry-level jobs in the business, health, and technology job areas. Career oriented programs have doubled their enrollment since 1970 - a growth rate 50 percent greater than that of the College as a whole. As a result, half of Queensborough's matriculated students are studying for specific careers today, up from 37 percent five years ago...Despite this greater student interest in career preparation, however, the majority Queensborough's students continue to sign up for the liberal arts program which enrolled 4,744 students this Fall, or 42 percent of all matriculated students."

To meet the needs and these changing curriculum interests of the students, the Basic Skills Department has been scheduling special remedial sections in various art, science, business, social science, and technology subject matters, and in September 1976 new remedial course offerings focusing on liberal arts, science, and business curriculum areas will be given to qualified students.

High School Averages

The entire matter of entering students' high school averages and its

Figure 4: ENTERING FALL 1970 BASIC SKILLS STUDENTS WHO EVENTUALLY GRADUATED (THROUGH AUGUST 1975) - THEIR CURRICULUM MAJORS AT QCC.

Program	Major Curriculum	Degree	Number of Students	% of Basic Skills Graduates (334)	% of Basic Skills Graduating Group to Total Graduates (774)
Electrical Tech.	Elect. Tech. (ET) Computer Tech. (CT)	A.A.S	21	6.3%	2.7%
Business	Acctg. (BA) Sec. Sci. (BS) Data Pro. (DP) Management (BM)	A.A.S	99	29.6%	12.8%
Mechanical Tech.	Mech. Tech. (MT) Design Drafting (DD)	A.A.S.	12	3.6%	1.6%
Medical Lab. Tech.	(ML)	A.A.S.	4	1.2%	0.5%
Nursing	(NS)	A.A.S.	21	6.3%	2.7%
Lib. Arts & Sciences	(LA)	A.A.	149	44.6%	19.3%
Pre-Engineer.	(PE)	A.S.	1	0.3%	0.1%
Bus. Admin.	(BT)	A.S.	27	8.1%	3.5%
TOTALS	-	-	334	100 %	43.2%

A.A. degree = Associate in Arts (liberal arts majors, transfer curriculum)
A.A.S. degree = Associate in Applied Science (career curriculum)
A.S. degree = Associate in Science (transfer curriculum)

Figure 5: ENTERING FALL 1970 STUDENTS WHO EVENTUALLY GRADUATED - A COMPARISON OF THEIR HIGH SCHOOL AVERAGES; BASIC SKILLS STUDENTS VS. NON-BASIC STUDENTS (THROUGH JANUARY 1974).

Entering Averages	# of Students		% of Basic Skills Grad.	% of Non-Basic Skills Grad.	% of entire grad. class	
	Basic Skills	Non-Basic Skills			Basic Skills Stud.	Non-Basic Skills Stud.
Below 70	53	36	18.2%	8.8%	7.5%	5.1%
70 to 74.9	124	110	42.5%	26.8%	17.6%	15.6%
75 & Above	115	265	39.4%	64.5%	16.4%	37.7%
# of students: Basic Skills - 292; Non-Basic Skills - 411; Total - 703						

relationship to the likelihood of the students achieving success in college courses and eventually graduating, has been the subject of much study. The following statistics deal with the high school averages of QCC graduates who entered the College in the Fall of 1970.

Of those who graduated, 60.7% of Basic Skills students had high school averages below 75, while 35.6% of non-Basic Skills students had high school averages below 75.

One of the interesting findings which can be noted is that in the high school average category of below 70 and in the category of 70 to 74.9, a higher number and percentage of former Basic Skills students graduated than non-Basic Skills students. A possible explanation for this is that Basic Skills students with low high school averages may have benefitted from their remedial courses at QCC. Perhaps the percentage of non-Basic Skills students with low high school averages who went on to graduate might have been increased if some of the non-Basic Skills students were required to take Basic Skills courses.

The figures after January 1974 were not available for this portion of the study.

High School Averages and College Curriculum

For the final portion of this study, the high school averages of former Basic Skills students who entered QCC in Fall 1970 and graduated by August 1975 were studied to see if these high school averages were possible indicators of the choice of a college curriculum in which these students chose to major. If a clear relationship between high school averages and curriculum majors of Basic Skills students emerged, this might have implications for possible Basic Skills curriculum modification.

The figures indicate no particular pattern of curriculum choice in relation to the high school averages of those students who graduated from QCC from the Fall 1970 entering class. The figures show that numbers of former Basic Skills students, even those with the lowest high school averages, have succeeded in a wide variety of curriculum areas, and have gone on to graduate.

Figure 6: ENTERING FALL 1970 BASIC SKILLS STUDENTS WHO EVENUTALLY GRADUATED: THEIR HIGH SCHOOL AVERAGES COMPARED WITH THEIR CURRICULUM MAJORS AT QUEENSBOROUGH.

Degree	Program	Curriculum	High School Average								Totals	
			Below 70		70-74.9		Over 75		Not Avail.			
			# of Stud.	Av. Grp. in Ea. Curr.	# of Stud.	Av. Grp. in Ea. Curr.	# of Stud.	Av. Grp. in Ea. Curr.	# of Stud.	% in Curr.	# of Stud.	% of Stud.
A.A.S.	Elec. Tech.	ET, CT	7	10.8%	10	7.0%	4	3.2%	-	-	21	6.3%
A.A.S.	Bus. Prog.	DP, BM, BA, BS	20	30.8%	41	28.9%	38	30.6%	-	-	99	29.6%
A.A.S.	Mech. Tech.	MT, DD	4	6.2%	4	2.8%	4	3.2%	-	-	12	3.6%
A.A.S.	Med. Lab. Tech.	ML	0	0.0%	3	2.1%	1	0.8%	-	-	4	1.2%
A.A.S.	Nursing	NS	0	0.0%	7	4.9%	14	11.3%	-	-	21	6.3%
A.A.	Lib. Arts & Sci.	LA	32	49.2%	61	43.0%	54	43.5%	2	66.7%	149	44.6%
A.S.	Pre-Eng.	PE	0	0.0%	0	0.0%	1	0.8%	-	-	1	0.3%
A.S.	Bus. Admin.	BT	2	3.1%	16	11.3%	8	6.5%	1	33.3%	27	8.1%
Total in Each High School Average Group			65		142		124		3		334	

Summary and Conclusions

This study is an addition to the ongoing studies of the Basic Skills Department at Queensborough Community College as part of a continuing attempt to monitor the progress of current and former students. An endeavor is made to use the findings to benefit future incoming classes. The main findings are as follows:

1. Of the entering Fall 1970 class at QCC, 43.2% of those who graduated from the College through August 1975 were former Basic Skills students.

2. 50.3% of former Basic Skills students who entered Queensborough in Fall 1970 graduated within 2 1/2 years. At the end of 3 full years, by August 1973, 86.2% of the Basic Skills students had graduated. This latter figure is less than two percentage points of the rate (87.9%) at which the non-Basic Skills students had graduated during this same period of time.

3. Almost the same percentage of these former Basic Skills students received the A.A. (liberal arts) degree and A.A.S. (career) degree, 44.7% and 46.8% respectively. The remaining 8.4% of this graduating group received the A.S. degree.

4. The largest number of former Basic Skills students who graduated from the Fall 1970 class received associate degrees in liberal arts. The next largest group majored in business programs.

5. In general, a larger percentage of both former Basic Skills students and non-Basic Skills students with better high school averages graduated from QCC than did those with the lower high school averages. In the group of graduates who had high school averages of below 75, the number and percentage of former Basic Skills students who received their degrees exceeded the number and percentage of non-Basic Skills students in this category. The question is raised, therefore, that perhaps some students who do not take Basic Skills courses should be required to take Basic Skills courses in the future.

6. The main finding indicates that former Basic Skills remedial students at QCC are coping effectively with their academic courses of study. It is possible that at least some portion of their success can be attributed to the remedial instruction these students received at Queensborough. In this particular study these former Basic Skills students have demonstrated their ability to earn academic degrees in a manner and at a rate very comparable to that of non-Basic Skills students.

Success of remedial students admitted under open admissions has been

reported by other studies as well. For example, a CUNY study on page 1 of the New York Times on December 19, 1975, reveals that "44.1 percent of the students who entered the City University with scores below the eighth grade (reading and mathematics) level in the fall of 1971 had either earned associate degrees or were still enrolled in the university three years later." It seems reasonable to assume that some portion of these former remedial students who have graduated from two-year colleges have enrolled, and will continue to enroll, and will continue to succeed, in four-year colleges and in other institutions of higher education and beyond.

Within this general frame of reference, a memorandum released May 5, 1976 from the Office of President Kurt R. Schmeller of QCC reports on a study entitled "Preliminary Findings from the Study of Community College/Senior College Articulation" issued by the City University Office of Program and Policy Research:

> "This paper reviews the progress achieved by Spring 1975 by students who were admitted to CUNY Community Colleges in Fall 1970 and Fall 1971 and who, upon being graduated, transferred to CUNY senior colleges in Fall 1973...By June 1975 (i.e., after two years in the senior college), 34.2% of the students who had been graduated from Queensborough had received baccalaureates, the highest percentage among community colleges. (52.5% of Queensborough's students were still enrolled in college by that date.) Overall, 21.2% of community college transfer students had received their baccalaureates by June 1975."

In conclusion, an analysis has been made here of the academic records of students who entered QCC in the Fall of 1970 (the first large open admissions class to be admitted to the College). A particular focus was placed on the students of that entering class who were required to take Basic Skills courses and subsequently (through August 1975) went on to graduate from QCC. Part of the report compares this particular group of students with the corresponding group of students from the same entering class who did not take Basic Skills courses

and (through August 1975) also went on to graduate from the College.

The Basic Skills students compared favorably with the non-Basic Skills students with regard to graduation from Queensborough Community College.

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